

## **SAMPIT ELEMENTARY**

69 Woodland Avenue  
Georgetown, South Carolina 29440

**GRADES** PK-5 Elementary School

**ENROLLMENT** 333 Students

**PRINCIPAL** Maudest Rhue-Scott 843-527-4411

**SUPERINTENDENT** Dr. Charles Gadsden 843-436-7000

**BOARD CHAIR** Charlesann H. Buttone 843-436-7000

## **THE STATE OF SOUTH CAROLINA**

### **ANNUAL SCHOOL REPORT CARD**

# 2003

#### **ABSOLUTE RATING:**

**GOOD**

Absolute Ratings of Elementary Schools with Students like Ours

<b>Excellent</b>	<b>Good</b>	<b>Average</b>	<b>Below Average</b>	<b>Unsatisfactory</b>
4	9	59	24	2

#### **IMPROVEMENT RATING:**

**AVERAGE**

#### **ADEQUATE YEARLY PROGRESS:**

**NO**

This school met 13 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### **SOUTH CAROLINA PERFORMANCE GOAL**

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

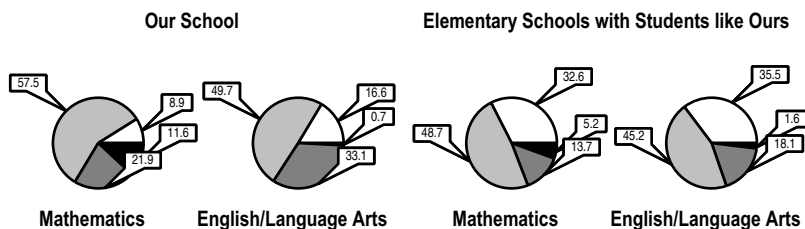
**FOR MORE INFORMATION, VISIT WEBSITES AT:**





**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
2001	Below Average	Average	N/A
2002	Average	Excellent	N/A
2003	Good	Average	No
2004			

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
Number of surveys returned	38	65	54
Percent satisfied with learning environment	86.8%	96.8%	90.6%
Percent satisfied with social and physical environment	89.2%	90.8%	73.1%
Percent satisfied with home-school relations	65.8%	92.3%	81.1%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	178	94.4	16.6	49.7	33.1	0.7	33.8	17.6
Gender								
Male	96	92.7	20.0	41.4	38.6	N/A	38.6	17.6
Female	80	96.3	13.9	55.6	29.2	1.4	30.6	17.6
Racial/Ethnic Group								
White	54	90.7	2.5	50.0	47.5	N/A	47.5	17.6
African-American	124	96.0	22.5	48.0	28.4	1.0	29.4	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	141	99.3	16.7	48.5	34.1	0.8	34.8	17.6
Disabled	37	75.7	15.4	61.5	23.1	N/A	23.1	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	178	94.4	16.9	48.6	33.8	0.7	34.5	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	178	94.4	16.9	48.6	33.8	0.7	34.5	17.6
Socio-Economic Status								
Subsidized meals	147	93.2	18.8	47.9	32.5	0.9	33.3	17.6
Full-pay meals	29	100.0	8.0	52.0	40.0	N/A	40.0	17.6

Mathematics								
All students	178	96.1	8.9	57.5	21.9	11.6	33.6	15.5
Gender								
Male	96	96.9	4.3	55.1	23.2	17.4	40.6	15.5
Female	80	95.0	9.7	61.1	22.2	6.9	29.2	15.5
Racial/Ethnic Group								
White	54	92.6	5.0	42.5	27.5	25.0	52.5	15.5
African-American	124	97.6	7.9	64.4	20.8	6.9	27.7	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	141	99.3	6.1	59.1	22.7	12.1	34.8	15.5
Disabled	37	83.8	35.7	42.9	14.3	7.1	21.4	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	178	96.1	7.1	58.2	22.7	12.1	34.8	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	178	96.1	7.1	58.2	22.7	12.1	34.8	15.5
Socio-Economic Status								
Subsidized meals	147	95.2	6.9	62.1	21.6	9.5	31.0	15.5
Full-pay meals	29	100.0	8.0	40.0	28.0	24.0	52.0	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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**PACT PERFORMANCE BY GRADE LEVEL**

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	60	N/A	23.3	51.7	25.0	N/A	25.0
	Grade 4	66	N/A	18.2	62.1	19.7	N/A	19.7
	Grade 5	74	N/A	31.5	58.9	9.6	N/A	9.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	45	95.6	8.1	35.1	54.1	2.7	56.8
	Grade 4	65	95.4	9.4	54.7	35.8	N/A	35.8
	Grade 5	68	92.6	29.1	54.5	16.4	N/A	16.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	60	N/A	27.1	50.8	11.9	10.2	22.0
	Grade 4	66	N/A	30.8	52.3	6.2	10.8	16.9
	Grade 5	74	N/A	26.0	54.8	12.3	6.8	19.2
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	45	97.8	5.4	59.5	16.2	18.9	35.1
	Grade 4	65	95.4	5.8	59.6	23.1	11.5	34.6
	Grade 5	68	95.6	14.0	54.4	24.6	7.0	31.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 333)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	2.3%	Down from 3.0%	3.5%	2.4%
Attendance rate	96.0%	Down from 96.4%	95.4%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	9.0%	Up from 5.0%	6.4%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	8.3%	Up from 8.0%	8.6%	8.0%
Older than usual for grade	1.8%	Down from 2.4%	2.4%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 37)				
Teachers with advanced degrees	48.6%	Up from 46.2%	45.8%	50.0%
Continuing contract teachers	73.0%	Up from 53.8%	81.8%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	86.9%	Up from 82.9%	83.3%	86.2%
Teacher attendance rate	95.1%	Up from 95.0%	94.4%	95.3%
Average teacher salary	\$38,529	Up 5.6%	\$39,079	\$39,909
Prof. development days/teacher	10.7 days	Up from 8.5 days	12.7 days	11.4 days

School				
Principal's years at school	13.0	Up from 12.0	3.0	4.0
Student-teacher ratio	14.3 to 1	Down from 16.0 to 1	17.6 to 1	18.9 to 1
Prime instructional time	89.3%	Down from 90.2%	88.0%	89.7%
Dollars spent per pupil*	\$8,197	Up 9.4%	\$6,095	\$5,892
Percent spent on teacher salaries*	57.3%	No change	66.2%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	100.0%	Up from 99.0%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Sampit Elementary School is a community, rural school with 415 students. We are very proud of our students, our community, our faculty and staff, and our campus. Our school is rich in heritage and serves students in Pre-K through grade 5. It is our goal at Sampit to teach our children to be successful in both academics and in their quest to become confident and productive members of society. This is achieved through our academic course offerings, and our commitment to nurture the talents and needs of all of our students. We provide our students with opportunities to explore in and around our community to seek out their unique talents, be they in the realm of art, music, gymnastics, dance, public speaking, or otherwise. Each year we vow to improve in our ability to realize this goal so that our students, parents, community, and our school staff will continue to take great pride in our school.

The past school year has been filled with many opportunities and challenges as we continued to focus on the needs of our students. We have committed to an on-going professional development plan for our educators, which focuses on individualized reading instruction supported by books appropriate for the reading levels of all of our children. We have committed our time and resources to the school wide implementation of a well-researched, hands-on math program called "EveryDay Mathematics." Our students will be learning their math lessons as they explore math concepts through projects, games, individual and group problem solving exercises and small group direct instruction from teachers. Data driven decision-making is a third long term focus area for the instructional staff at Sampit. This process enables us to monitor the progress of all students ensuring that, indeed, "No Child Is Left Behind."

To ensure academic success, which is a top priority for all students, specialists in the areas of reading, math, and science provided extra help to our students. This year we piloted a unique home centered, Playstation based learning program called "LightSpan" for 100% of our third graders. Parents of pre-K and kindergarten children were also offered participation in a home centered reading and math program called "Book Buddies." We continue to offer in-school tutoring, Extended Day academic instruction, and summer school to meet the academic needs of our students.

The parent, community, and school partnership is a crucial force our children need to be successful in life. This year we had many parents and business partners working with us for the benefit of our children. They came to read to the children. They came to donate time and money for support in areas as diverse as providing reading incentive awards and lawn care. Thank you. Working together we can make our school a success!

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.